



**THE VOCABULARY MASTERY OF THE FIFTH GRADE
STUDENTS OF SDN PEGANDAN 01 PATI
IN ACADEMIC YEAR 2012/2013
TAUGHT BY USING STORY-BASED APPROACH**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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**SKRIPSI
Presented to the University of Muria Kudus
in Partial Fulfillment of Requirements for Completing the Sarjana Program
in English Education**

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MOTTO AND DEDICATION

MOTTO

1. Do the best, God will do the rest!
2. “He who has not tried, may not say impossible. Anything that you have not tried, is possible!” (Mario Teguh)



DEDICATIONS

This Skripsi is dedicated to:

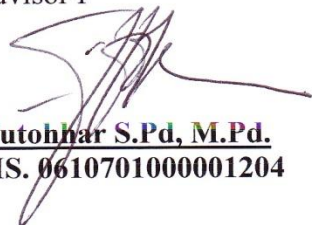
1. My parents and my sister
2. English Teacher of SDN Pegandan

01 Pati

ADVISORS' APPROVAL

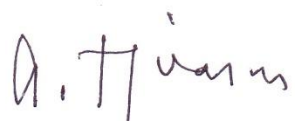
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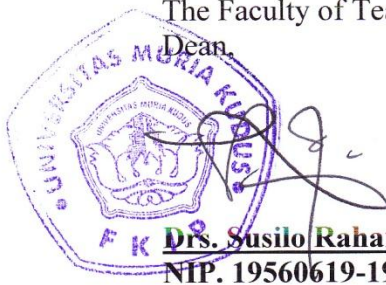
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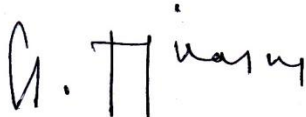
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I hope this Skripsi can give a contribution for English language teaching.
Moreover, I hope a critical and suggestion for the improvement of this research.
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Kudus, September 2012

Wahyu Ismayanti



ABSTRACT

Ismayanti, Wahyu. 2012. *The Vocabulary Mastery Of The Fifth Grade Students Of SDN Pegandan 01 Pati In Academic Year 2012/2013 Taught By Using Story-Based Approach*. Skripsi. English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisors: (1) Mutohhar S.Pd, M.Pd. (2) Dr.H.A. Hilal Madjdi, M.Pd

Key words: vocabulary mastery and Story-Based Approach

Teaching English for young learners become popular in Indonesia now days since English subject is given in Elementary school, although it still as a local content subject. Based on the curriculum, students of Elementary school as beginner level are supposed to be able to use the simple spoken language related with the scope of school. Therefore, students have to master the vocabulary well. In fact, the vocabulary mastery of the fifth grade students of SDN Pegandan 01 in academic year 2011/ 2012 is still low and that is proved from the result of the mid-term test score. The mean score of the students is 55 and the minimum standard score is 70. Therefore, Story-Based Approach is an approach that will I use to try to solve that problem.

The purpose of this research is to know the significant different of the vocabulary mastery of the fifth grade students in SDN Pegandan 01 Pati in academic year 2011/2012 before and after being taught by using a Story-Based Approach.

Design of this research is one group experimental quantitative research. The population of this research is all of the fifth grade students of SDN Pegandan 01 Pati in academic year 2012/2013. There are nineteen students. The instrument of this research is written test of vocabulary. Moreover, the item type of the test is multiple-choice items. Furthermore, the test is conduct two times that is pre-test and post-test.

Based on the research finding, it can conclude that there is a significant difference between the vocabulary mastery of the fifth grade students of SDN Pegandan 01 Pati in academic year 2012/2013 before and after taught by using Story-Based Approach. That is based on the result of the t-test calculation show that t-observation is higher than t-table ($t_o = 3.59 > t_t = 2.101$). In the level of significant $\alpha = .05$ and the degree of freedom 18. Moreover, the mean in pretest is 60,05 and the mean in post-test is 74,63. Furthermore, the standard deviation in pretest is 13,82 and the standard deviation in post-test is 12,67. In addition, based on the pretest score, the median is 77,75 and the mode is 56,6. While based on the post-test score, the median is 81,84 and the mode is 68,3.

Based on the result of the research, the English teacher in Elementary school is suggested to use Story-Based Approach because Story-Based Approach provides repetition and real context, so that make students easy in learning vocabulary. Moreover, Story-Based Approach is appropriate with the children' characteristic, that they like story. Furthermore, children will learn best when they are enjoy themselves, and through Story-Based Approach they will enjoy learning English.

ABSTRAKSI

Ismayanti, Wahyu. 2012. Penguasaan Kosakata Bahasa Inggris Siswa Kelas Lima SDN Pegandan 01 Pati Tahun Ajaran 2012/2013 Diajar Menggunakan Pendekatan Berbasis Cerita. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Mutohhar S.Pd, M.Pd. (2) Dr.H.A. Hilal Madjdi, M.Pd

Kata Kunci: Kosakata bahasa Inggris dan pendekatan berbasis cerita

Pengajaran Bahasa Inggris untuk anak-anak menjadi populer di Indonesia sekarang ini sejak Bahasa Inggris diberikan di Sekolah Dasar, walaupun Bahasa Inggris masih sebagai muatan lokal. Berdasarkan kurikulum, siswa Sekolah Dasar sebagai pembelajar awal diharapkan dapat menggunakan bahasa Inggris lisan sederhana dalam lingkup sekolah. Oleh karena itu, siswa harus menguasai kosakata bahasa Inggris dengan baik. Faktanya, penguasaan kosakata bahasa Inggris siswa kelas lima SDN Pegandan 01 tahun ajaran 2012/2013 masih rendah dan ini bias dilihat dari nilai hasil ulangan tengah semester. Nilai rata-rata siswa 55 dan nilai Ketuntasan Minimalnya 70. Oleh karena itu, Story-Based Approach adalah pendekatan yang akan saya gunakan untuk mencoba mengatasi masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan kosakata bahasa Inggris siswa kelas 5 SDN Pegandan 01 tahun ajaran 2012/2013 sebelum dan sesudah diajar dengan menggunakan Story-Based Approach.

Bentuk penelitian ini adalah one group eksperiment kuantitatif. Populasinya adalah semua siswa kelas lima SDN Pegandan 01 pada tahun ajaran 2012/2013. Ada 19 siswa. Instrument penelitian adalah test tertulis kosakata bahasa Inggris. Bentuk testnya adalah pilihan ganda. Tes dilaksanakan dua kali yaitu pretest dan post-test.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa ada perbedaan yang signifikan antara penguasaan kosakata bahasa Inggris sebelum dan sesudah diajar dengan Story-Based Approach. Berdasarkan hasil penghitungan t-test, menunjukkan bahwa t-observasi lebih tinggi dari t-tabel ($t_o = 3,59 > t_t = 2,101$). Dalam tingkat signifikansi $\alpha = .05$ dan derajat kebebasan 18. Selain itu, nilai mean dari pretest 60,05 dan nilai mean dari post-test 74,63. Lebih jauh lagi, standard deviasi dalam pretest 13,82 dan standard deviasi dalam post-test 12,67. Dalam pretest, nilai median 77,75 dan nilai modus 56,6. Sedangkan dalam post-test, nilai median 81,84 dan nilai modus 68,3.

Berdasarkan hasil penelitian, guru bahasa Inggris di Sekolah Dasar disarankan untuk menggunakan pendekatan berbasis cerita karena pendekatan berbasis cerita terdapat pengulangan dan konteks yang nyata, sehingga siswa belajar kosakata dengan mudah. Selain itu, pendekatan berbasis cerita sesuai dengan karakteristik anak-anak, karena anak-anak menyukai cerita. Lebih jauh lagi, anak-anak akan belajar secara maksimal ketika mereka merasa nyaman, dan melalui pendekatan berbasis cerita mereka akan belajar bahasa Inggris dengan nyaman.

TABLE OF CONTENTS

| | Page |
|---------------------------|------|
| COVER | i |
| LOGO | ii |
| TITLE..... | iii |
| MOTTO AND DEDICATION..... | iv |
| ADVISORS' APPROVAL..... | v |
| EXAMINERS' APPROVAL | vi |
| ACKNOWLEDGEMENT..... | vii |
| ABSTRACT | ix |
| ABSTRAKSI | x |
| TABLE OF CONTENT | xi |
| LIST OF TABLES | xiv |
| LIST OF FIGURES..... | xv |
| LIST OF APPENDICES | xvi |

CHAPTER I INTRODUCTION

| | |
|---------------------------------------|---|
| 1.1 Background of the Research..... | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Objective of the Research..... | 3 |
| 1.4 Significance of the Research..... | 4 |
| 1.5 Limitation of the Research..... | 4 |
| 1.6 Operational Definition..... | 5 |

CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS

| | |
|---|---|
| 2.1 Teaching English in SDN Pegandan 01 | 6 |
| 2.1.1The Curriculum of Teaching in SDN Pegandan 01 Pati | 6 |
| 2.1.2 The Purpose of Teaching English in SDN Pegandan 01 Pati | 7 |

| | |
|--|----|
| 2.1.3 The Material of Teaching in SDN Pegandan 01 Pati | 7 |
| 2.1.4 The Method of Teaching in SDN Pegandan 01 Pati | 8 |
| 2.2 English Vocabulary. | 9 |
| 2.2.1 The Definition of English Vocabulary | 9 |
| 2.2.2 The Types of English Vocabulary | 10 |
| 2.2.3 The Purpose of English Vocabulary | 10 |
| 2.2.4 Teaching Vocabulary to Young Learners | 11 |
| 2.3 Story-based Approach | 11 |
| 2.4 Review of Previous Research | 12 |
| 2.5 Theoretical Framework | 14 |
| 2.6 Hypothesis | 14 |

CHAPTER III METHOD OF THE RESEARCH

| | |
|--------------------------------------|----|
| 3.1 Design of the Research | 15 |
| 3.2 Population and Sample | 16 |
| 3.3 Instrument of the Research | 16 |
| 3.4 Data Collection | 18 |
| 3.5 Data Analysis | 19 |

CHAPTER IV FINDING OF THE RESEARCH

| | |
|---|----|
| 4.1 Data Description..... | 22 |
| 4.1.1 The Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before Being Taught By Using Story-Based Approach | 23 |

| | |
|--|----|
| 4.1.2 The Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 after Being Taught By Using Story-Based Approach | 24 |
| 4.2 Hypothesis Testing | 26 |

CHAPTER V DISCUSSION

| | |
|--|----|
| 5.1 The Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before Being Taught By Using Story-Based Approach | 28 |
| 5.2 The Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 after Being Taught By Using Story-Based Approach | 29 |
| 5.3 Significant Different Between the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before and after Being Taught By Using Story-Based Approach | 30 |

CHAPTER VI CONCLUSION AND SUGGESTION

| | |
|------------------------|----|
| 5.1 Conclusion | 32 |
| 5.2 Suggestion..... | 33 |
| BIBLIOGRAPHY | 34 |
| APPENDICES | 36 |
| CURRICULUM VITAE | 69 |

LIST OF TABLES

| Table | Page |
|---|------|
| 3.1 The criterion of students' score in vocabulary mastery..... | 16 |
| 3.2 Criteria of reliability index | 18 |
| 4.1 The Score of the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before Being Taught By Using Story-Based Approach..... | 23 |
| 4.2 Frequency Distribution of the Score of the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before Being Taught By Using Story-Based Approach..... | 23 |
| 4.3 The table of the Score of the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 after Being Taught By Using Story-Based Approach..... | 25 |
| 4.4 Frequency Distribution of Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 after Being Taught By Using Story-Based Approach | 25 |

LIST OF FIGURES

| Figures | Page |
|---|------|
| 3.1 The one group pretest-post-test design..... | 15 |
| 4.1 Histogram of the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 before Being Taught By Using Story-Based Approach..... | 24 |
| 4.2 The Bar Diagram of the Vocabulary Mastery of the Fifth Grade Students of SDN Pegandan 01 Pati in Academic Year 2012/2013 after Being Taught By Using Story-Based Approach | 26 |



LIST OF APPENDICES

| Appendix | Page |
|--|------|
| 1. The Table of Specification of Vocabulary Test Items | 36 |
| 2. Pretest Post-test Items..... | 37 |
| 3. Reliability Table of Try out Test..... | 43 |
| 4. Reliability Analysis of Try out Test..... | 44 |
| 5. Lesson Plan..... | 46 |
| 6. The Calculation of Pretest Data..... | 60 |
| 7. The Calculation of Post-test Data..... | 63 |
| 8. The Calculation of T-test..... | 66 |
| 9. The t-table..... | 68 |

